Teaching and Learning Assessment Question & Planning

Use this document as a tool and first draft for your SAM assessment plan cycle submission. After completing this worksheet, you will have provided all the information needed for an academic assessment plan (SLO statement, Measure, and Performance Target).

1. I want to know the following about my students’ learning:
   - Be sure you know why you’re doing this.
   - Do you expect to find any surprises?

2. Effective research on teaching makes use of data and other gathered information in constructive ways, such as:
   - Development of new courses/modules
   - Curriculum mapping
   - Rubric revision
   - Curricular revisions
   - Faculty development, etc.

   **Things that do not qualify:**
   - Sending students to tutoring labs or writing centers
   - Hiring consultants to change student behavior
   - “Continuing to monitor” without thoughtful reflection and actionable next steps

I will use the information I gather to:

3. My program will use the information I gather to:

4. Which program outcome/GenEd outcome is this question most closely related to?

5. Taking all of the above into consideration, how would you update your assessment question into an SLO? [https://www.usf.edu/atle/teaching/curriculum-design.aspx](https://www.usf.edu/atle/teaching/curriculum-design.aspx)
6. Course(s) in which the assessment will take place: _______________________________
______________________________________________________________________________

7. Description of assessment tool:

*Think through what you are already doing in the program or course – can current assignments be modified or incorporated?*

- Current course activity or assignment:
- Course-embedded assessment
- Culminating assignment
- In-class survey
- Performance review
- Portfolio
- Pre-test/Post-test
- Rubric evaluation
- Standardized instrument

Depending on your assessment tool (i.e. the means to measure what you intend to measure), you may need to use a rubric, address *inter-rater reliability*, etc. If so, follow these guidelines from the Assessment Resources site. A glossary is also available on the site.

8. Activities (which may include assignments and graded events) in which SLO(s) may be assessed at the course or program level:

9. By this point, you have completed the work to draft an SLO statement and method of assessment, so the final piece of *the assessment plan* is the performance target. What baseline target would you set to identify whether students are learning at a certain level (common targets are 70%, 75%, etc.)?

For questions about the SAM assessment and SACSCOC requirements, contact Institutional Effectiveness. If you’re seeking help with questions about effective assessment practices, please connect with an ATLE Learning & Development Facilitator at atle@usf.edu or (813) 974-1841.